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## Bosnia: Then and Now

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## Bosnia: Then and Now

Created By: Barry Eberhard, Wapsie Valley Jr. / Sr. High School

Grade Level (Req.): 7th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"><li>• 7th Grade English</li><li>•</li><li>•</li></ul>		
Time Frame (Req.): 2 – 3 class periods	Goal (Req.): To provide students with a better understanding of the ethnic cleansing in Bosnia as it took place in the 1990’s.	
	Objective (Req.): To instruct students in the historical and geographical importance of the events of Bosnia.	
Materials Needed (Req.): <ul style="list-style-type: none"><li>• European Maps</li><li>• European section of 7th grade textbook</li><li>• Paper and Writing Utensil</li><li>• Copy of The Long Walk to Water</li><li>•</li><li>•</li><li>•</li></ul>		New Vocabulary (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do the events of the 1990’s in Bosnia affect students in northeast Iowa today? - As an introduction to the area I will give them a quick pre quiz, including questions about the spelling and locations of the countries there and if they know anybody from a foreign country. This then turns quickly to a discussion about how easy they have it here from a cultural standpoint (getting up from bed; breakfast; transportation) as opposed to people in the area 20 years ago.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"><li>1. Begin with formal location of areas in question.</li><li>2. Assign students into groups of 4 with goal in mind of showing what each of specific new countries look like today by looking at CIA World Fact Book. Students will show others in a round about format. They may use my new website to access these countries.</li><li>3. Begin the discussion about how they did not used to be this way and go into what their text book has to say about that. Then continue the discussion by using the time line frames on the website.</li><li>4. The next longer discussion will go into what conflict and genocide is; the use of the ‘what is genocide?’ handout will go here. Students may decide and then we will go from there.</li><li>5. We will now use the website I constructed and go through the Bosnian conflict in perspective and invite my Bosnian friend Amel Ramic in to help us through what a typical day was like for him.</li><li>6. After listening to Amel, I typically assign students a written summative of how they would react had they been placed in Amel’s position. It is generally a page of reaction.</li><li>7. We will now move on to the international reactions and responses and continue through the website I created.</li><li>8. From a cultural standpoint, we will now work with the story that was printed in the Waterloo Courier last year that is entitled ‘The Long Walk to Water.’ It is based on the true story of a child</li></ol>		

<p>growing up in this situation.</p> <p>9. Students are to find other areas in the world where the same type of genocide is taking place and compare and contrast those to what took place in Bosnia.</p> <p>10.</p> <p>11.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p>	
Formative Evaluation (Req.): The European exam over the physical features and cultural areas is what I use for a formal evaluation.	Assessment (Req.): I assign students the task of writing their local and state congressmen and informing them of what briefly happened in Bosnia and urging them to keep in mind the rights and needs of humans everywhere.
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.</li> <li>• Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions.</li> <li>• History, grade 6-8: Understand the role of culture and cultural diffusion on the development and maintenance of societies.</li> <li>• History, grade 6-8: Understand the effects of geographic factors on historical events.</li> <li>• History, grade 6-8: Understand the role of individuals and groups within a society as promoters of change or the status quo.</li> <li>• History, grade 6-8: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>• Reading for Literacy in History/Social Studies, grade 6-12: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Reading for Literacy in History/Social Studies, grade 6-12: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>• Reading for Literacy in History/Social Studies, grade 6-12: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama</li> <li>• Writing for Literacy in History/Social Studies, grade 6-12: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> <li>• Writing for Literacy in History/Social Studies, grade 6-12: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while</li> </ul>	

avoiding plagiarism and following a standard format for citation.	
NGS Standards Used (Req.): <ul style="list-style-type: none"> <li>• How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information</li> <li>• How to use mental maps to organize information about people, places, and environments in a spatial context</li> <li>• The physical and human characteristics of places</li> <li>• How culture and experience influence people's perceptions of places and regions</li> <li>• The characteristics, distribution, and complexity of Earth's cultural mosaics</li> <li>• How to apply geography to interpret the past</li> <li>• How to apply geography to interpret the present and plan for the future</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Movement</li> <li>• Region</li> <li>• Human Environment Interaction</li> </ul>	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Other Essential Information (Opt.): <a href="https://sites.google.com/site/mreberhard2/home">https://sites.google.com/site/mreberhard2/home</a>	
Other Resources (Opt.): <ul style="list-style-type: none"> <li>• 'The Long Walk to Water'</li> <li>•</li> <li>•</li> <li>•</li> </ul>	